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MODERN TRENDS IN AMERICAN TEACHER TRAINING

Submitted by

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INTRODUCTION

We are living in times which thinking people have recognised as an age of tremendous change socially, economically, politically, materially and spiritually. S. S. Courtis,[1] writing in the journal Progressive Education, has said:

> For life is not so simple as it was in former years. In the good old days man knew what to expect in government, in religion, and in social life, and he could plan his children's education accordingly. But in these days, one knows neither what to believe, what is expedient to do, nor what the guture holds. We live in an age of change and confusion.

Because there does exist in the minds of many educationists a state of confusion relative to these salient factors of life, the writer has felt the need of bringing together the results of some of the more recent trends in American teacher-training. The writer is a fundamentalist religionist who firmly believes that the outlook need not be as foreboding as we are so prone to accept as inescapable *if* we will but draw upon the resources which scientific research has placed at the command of the educator and if man will but rediscover the infinite power and guidance to be found in having implicit faith in the God of our fathers.

> Our ideas of education take too narrow and too low a range. There is need of a broader scope, a higher aim, True education means more than the pursual of a certain course of study. It means more than a preparation for the life that now is. It has to do with the whole being, and with the whole period of existence possible to man. It is

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[1] S. A. Courtis, "The Problem of Immaturity", *Progressive Education* (December, 1931) 8:699.

> the harmonious development of the physical, the mental, and the spiritual powers. It prepares the student for the joy of service in this world, and for the joy of wider service in the world to come.[1]
>
> The greatest want of the world is the want of men,—men who will not be bought or sold; men who do not fear to call sin by its right name; men whose conscience is as true to duty as the needle to the pole; men who will stand for the right though the heavens fall.
>
> But such a character is not the result of accident; it is not due to special favors or endowments of Providence. A noble character is the result of self-discipline, of the subjection of the lower to the higher nature,—the surrender of self for the service of love to God and man.[2]

These quotations from a Christian educator ably define the purpose and need of education in the times in which we live.

With this philosophy as a guide, the writer has used freely magazine articles, books on the history of education and teacher-training progress, year books, and the reports of teacher-training commissions and conventions.

This service study places its major emphasis upon the teacher-training practices during the past two decades and especially upon the progress within the last decade. The history of the teacher-training movement in America and the influences from abroad which have had their effect upon American teacher-training, have been briefly sketched so as to show the background causes of the movement today.

The writer wishes to pay special tribute to his adviser, Professor Worcester Warren of the school of education, for his friendly and

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1/ Ellen G. White, Education. Pacific Press Publishing Association, Mountain View, California, 1942, p. 13.

2/ Ibid., p. 57

most valuable counsel and direction throughout the development of this service study. Because of his encouragement and guidance this subject has been chosen and carried through to completion.

CHAPTER I

FACTORS INFLUENCING MODERN TRENDS

In order that the early beginnings of American teacher-training may be understood, the influences from abroad which very definitely placed their mold upon the American movement will be briefly described man by man as his philosophy spread and was accepted.

John Amos Comenius.-- Comenius is spoken of as the prophet of modern education.[1] Although he lived in the seventeenth century, he conceived many of the ideas of modern education and practice. He taught that all instruction must be carefully arranged to follow the order of logical sequence and graded so as to meet the developing levels of understanding of the child. In all teaching the teacher must appeal to the child's sense perception. As a method of instruction, he devised an illustrated text book, the first of its kind in educational history, which used pictures to illustrate the subjects being studied.

As late as 1810 there appeared in America an American edition of this picture book which Comenius called "Orbis Pictis." Thousands of parents who knew little or nothing of Comenius or his methods bought the book for their children because it was discovered that children liked the pictures and learned much from this book because of the illustrations.

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[1] Frederick Elby and Charles Flynn Arrowood, The Modern Development of Education. Prentice-Hall, Inc., New York, 1937, p. 253-288.

Although Comenius did not improve upon the faculty psychology of his day, yet he did improve upon so many other phases of education that he is given an important place in educational history. He introduced the whole modern concept of adjusting the level of material taught to the level of the child. In his organization of the school system, he conceived of having a mother school where the child first learns the pre-school rudiments from his own mother. This is the first attempt toward the establishment of the kindergarten idea to be noted in history. Next he would have a vernacular school in which the child would learn the use of his mother tongue. And then as a final preparation for those who would likely enter the service of the church or the state or who would later pass on to the university, the Latin school was formed. Thus he conceived of the organization of schools which was later followed in Europe and then in America.

Jean Jacques Rousseau.—Rousseau[1] who was born in 1712 at Geneva, Switzerland, of very intellectual parents, is known by some as the Copernicus of Modern Civilization in spite of the fact that he never was able to adjust himself socially. In 1762 he published in Paris his Emile in which he describes how he would have an individual educated. Emile was to learn from things rather than from books. He was to receive a training to be a man rather than a citizen.

Rousseau further states in his Emile that nature intended for childhood to be for children and that a child should not be considered as a miniature adult. The pleasures of childhood must not be spoiled and made burdensome by requiring the child to learn far in advance

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[1] Ibid., p. 443-510.

a preparation for an uncertain future. He believed that each stage of a child's life was just as important as is manhood.

Rousseau would have his Emile disciplined by the natural consequences of violating natures laws. To him children were by nature good rather than inherently wicked and in need of constant punishment. Nature itself, he felt, could do a much better job of training and punishment than by applying an artificial and authoritative control over the child all of which the youngster could not understand.

At the age of 12 Emile was to commence his formal education. Previous to this age he was learning by a free and unhampered experience of learning through contact with nature and her laws. But the formal education now entered upon was to be followed for the satisfaction that knowledge itself brings rather than for the mere display of learning.

Emile's social life was to begin at 15 years of age. Previous to this time he lived a life of seclusion with his tutor. Now he was to study how he could relieve the distressed, protect the weak and bring peace to man. He was to earn his own living and to contribute to society of his time and learning.

His religious training was to be postponed so that no erroneous childhood ideas of God would make it difficult to know Him and truth.

Further study of Rousseau's Emile reveals that he conceived the following ideas relative to education:

1. Authority in education must give way to reason.
2. Education should be adapted to the growing capacity of the child.
3. Of first importance is physical activity and health.

4. Too much emphasis upon memory will dwarf the mind.
5. The senses must be used to assist in the educational process.
6. A child's natural instincts and interests as well as curiosities and activities should be utilized in planning his teaching.
7. Education should be based upon sense perception, and reasoning.
8. The study of nature, home geography, and in the investigation of simple science problems should occupy a prominent place in the child's education.
9. Emphasis should be placed upon the child to be taught rather than upon the subject matter.
10. Education should be many-sided so as to reveal the child's possibilities and to prevent his being too narrowly trained.

Thus viewing Rousseau's philosophy in the light of practice today it is evident that he was far in advance of his day. Although he himself was interested more in the formulation of the principles of education rather than working out means of translating his philosophy into practice, yet there were those who followed him that saw great possibilities in his ideas and who began to apply them.

John Henrich Pestalozzi.— Among those who read Rousseau's Emile and was impressed was Pesstalozzi[1] a German Swiss born in 1746 and reared in Zurich. In 1774 on a farm in Neuhof he took fifty orphans and taught them the rudiments of education. He believed that these children should be taught self-activity. There on the farm they learned farming, cooking, mending, and simple observations of nature's laws. Education must proceed by doing rather than by words

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[1] Ibid., p. 619-677.
Also Elwood P. Cubberly, Public Education in the United States. Houghton Mifflin Company, Boston, 1934, p. 334-354.

and the study and observation of real objects must precede the study of symbols and words. His system stressed the development of the whole child--mentally, physically, and morally, meaning the training of the head, the hand and the heart in a harmonious fashion.

In 1800 he opened a school of his own. The next year it was enlarged into a training school for teachers. While here he wrote his book, How Gertrude Teaches Her Children, in which he describes his method of teaching. To him the educational process should be a well defined and orderly routine based upon the natural development of the child's instincts, capacities and powers. Children should be taught through their sense impressions. His teachers were to develop their powers of observations and to prove all statements which they made. They were not to follow blindly text book information. By thus training themselves, he hoped they would transfer this same method of study to their pupils. And in their discipline of children he taught them to develop a "thinking love." This was a big stride away from the brutal discipline then in use.

Pestalozzi's ideas spread through all Europe. Many schools were established upon his methods of teaching. Children were taught to observe and to think for themselves. In 1799 Herbart visited his school and was very sympathetic toward his ideas. Froebel spent two years as a teacher under Pestalozzi and later confessed that Pestalozzi had become the watchword of his life.

Johann Friedrich Herbart.-- Herbart[1/] was born in Oldenburg, Germany, in 1776. He believed that the mind is a unity and because

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1/ History of Education. Authorized by the Minister of Education, Toronto, Canada, William Briggs Publisher, 1918, pp. 141-142.

it is subject matter in the curriculum should be unified. His idea was to have a central core subject. Thus to him the study of Homeric poems was the core study for boys because they appealed to the activities and interests of the boys. Although this one core study idea later proved as unsuccessful and the encyclopedic idea of Comenius, nevertheless the idea was of worth and became the forerunner of our term today of correlation by which is meant those studies that are interrelated.

He is generally known as a disciple of Pestalozzi. He held that the purpose of education is to develop personal character and to prepare for social usefulness. He taught that interest is the prerequisite for good teaching. He developed the principle of apperception, which means learning the new in terms of the old. Herbart rejected the tutorial education of Rousseau on the basis that it was unsocial and the faculty psychology of Pestalozzi for he conceived of the mind as a unity, and of the aim of education as broadly social instead of personal. Man must be taught to be a social being and to recognize his obligations to society.

His development of the new psychology of learning as opposed to the popular faculty psychology led to newer interests and developments in adapting of teaching to the mode of learning. In America educators became much in favor with his ideas. The movement here became known as the Herbartian Movement.

Friedrich Froebel,[1] another of Pestalozzi's disciples and pupils, is given the credit for the ideas of kindergarten play and handwork.

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[1] Frederick Elby and Charles Flynn Arrowood, The Modern Development of Education. Prentice-Hall, Inc., New York, 1937, p. 455-461.

He, like Pestalozzi, was poor and had a deep love for children. His own childhood had been bleak and barren. He keenly felt the need of a school for little tots where they could be taught music, play and self-activity. In 1816 he established just such a school which failed financially after ten years.

These years, nevertheless, meant much to him by way of experience, In 1826 he wrote a book, The Education of Man, which is judged as his best book on pedagogy.

Later he returned from this experience in Switzerland to Germany, where he keenly felt a need for a school of this type for the German children. It was then that he gave the name of kindergarten to his school. In 1843 he wrote Mutter Und Kose Lieden, a book of fifty songs and games for children.

In his work with children, he taught them paper folding, weaving, needly work, sand, clay, and color work and proposed the idea of manual training for the upper grades.

Beginnings in America.-- Much of the early foundation work in America was based directly upon the influence of the men who have just been briefly presented. American scholars studied and observed the methods of teaching abroad and brought new ideas to our school. The first American to introduce the ideas of Pestalozzi into our schools was Edward A. Sheldon, of Oswego, New York.

But before outlining his contributions it is of interest historically to notice that the first teacher-training school in America was established by the Reverend Samuel R. Hall, in 1823, at Concord, Vermont. The first normal school was opened on July 3, 1839, in the

quaint town hall at historic old Lexington, Massachusetts.

Edward A. Sheldon.— Sheldon[1] was a scholarly man and a great organizer. In 1848 he established in Oswego, New York, a school for poor children based upon the methods of Pestalozzi.

In 1851 Sheldon was elected the superintendent of schools for Syracuse, but was recalled in 1853 to be the superintendent at Oswego.

He was very much interested in a museum display in Toronto, Canada, which he saw in 1859. There he saw models, objects, method materials and publications of the English and Colonial Infant Society. From this experience stemmed the idea of object teaching.

He explained his philosophy of education and of object teaching to a group before the National Teachers' Association in 1863. After this occasion, object teaching seemed to be first in importance to this and other teacher associations.

Many teachers visited his schools and were highly impressed. The endeavors became known as the "Oswego Movement."

In the early colonial days, the Lancastrian tutorial system of teaching was followed. It consisted of pupils' memorizing their textbooks or catechisms and then individually reciting the memorized work to the teacher. The Oswego movement broke away from this method of oral recitation based upon purely the aspect of memory and substituted reasoning and problem solving in its stead. These ideas were borrowed directly from Pestalozzi, who taught his pupils to use their five senses in learning.

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[1] Elwood P. Cubberly, Public Education in the United States. Houghton Mifflin Company, Boston, 1934, p. 385-391.

The Civil War, which broke out in 1860, put a check to the development for awhile. But following the reconstruction period, more ideas were imported from abroad and experimented with here.

The efforts of Others.— During the latter part of the eighties, a number of American scholars studied abroad in Jenna and came back to the states afire with the methods of Herbart. Charles De Garmo wrote Essentials of Methods (1809), which was the first recorded introduction of these ideas here. In 1892 Charles A. McMurray published his book, General Method, and in 1897 Frank, his brother, published the book Method in Recitation. These three books, plus influence of the National Herbartian Society, founded by the returned Students from Jenna, popularized the Herbartian ideas of teaching in America.

The kindergarten idea of Froebel was planted in the United States by a pupil of Froebel, Mrs. Carl Schurtz, who established a German kindergarten at Watertown, Wisconsin, in 1855. Other such schools were established for German children during the next decade and a half. In Boston a private school was later established, in 1868, for the training of kindergarten teachers under the influence of Miss Peabody, Madame Matilde Kriege and her daughter, students from Germany. Later Miss peabody taught teacher-training classes in Washington, Los Angeles, Oakland, Berkeley and San Francisco. The idea spread like wildfire and by 1890 the kindergarten schools and training schools were well established.

As an outgrowth of Froebel's idea of manual training, the idea of teaching repair work, leather work, woodwork, mechanics and cooking and sewing for girls began to find its way into the school by the latter part of the eighties.

The Oswego Movement had brought out the idea of object lessons, and by 1850 lecture-table demonstrations were common in the better schools. In 1870 laboratory instruction was introduced.

About this time, one of England's greatest scholars, Herbert Spencer, began to influence not only his countrymen but also thinking Americans. Although his essays, when he wrote on education, were not original in the general concepts presented, yet they attracted much attention to the question of what is essential to know. Industrial revolution was changing the pattern of living. More and more educators were convinced that a new philosophy of education and psychology of learning must be developed to mean the challenge of the times. Spencer did not originate the ideas but he did give a great impetus to the idea that education is "to prepare for complete living." He concludes that in order to evaluate the work of the school, a sort of inventory of life activities should be made somewhat after the order of a job analysis. Upon these must the new education be built and tested.

Perhaps the two men who with being the most influential in the reorganization of the elementary school system were Dr. William T. Harris and Colonel Francis W. Parker. Dr. Harris is ascribed as the first great American educational philosopher. He did much to demonstrate the futility of faculty psychology. Colonel Parker advocated Herbart's plan of concentrating instruction about a central core and insisted strongly upon Froebel's self-expression as a means of training the thinking process.

Two other outstanding leaders of American education were Horace

Mann[1] and Henry Barnard[2]

Various states called upon Mr. Mann for his advice and looked to his reports for advice and counsel. His Seventh Report, which praised the European school system, had a great influence in molding the public mind and in giving him a definite place in our educational history. He labored to keep the public school system non-sectarian and to introduce Pestalozzian reforms. He edited the Massachusetts Common School Journal, and was active in insisting on better hygienic school standards, school libraries, and in doing away with the district system which had been a thorn in the flesh in his effort at unifying the educational system. Mann's Fourth Report is directed toward this effort. Perhaps no other American did more to create in the public mind the philosophy that public education should be and must be universal, non-sectarian, free, and that it should stress social efficiency, civic virtue and character.

Henry Barnard, after spending two years abroad studying the work of Pestalozzi's disciples, returned to America where he was elected the first secretary to the State Board of Commissioners for Common Schools in the state of Connecticut. There he sought to do for his state what Mann was doing for Massachusetts. In 1838 he established the Connecticut Common School Journal. He organized school libraries and propounded the idea of evening schools. The governor, in 1842, tired of Barnard's innovations and ideas, became an instrument in having his office legislated away. The entire board was abolished and

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[1] Elby and Arrowood, op. cit., p. 718-720.

[2] Ibid., p. 720, 721.

Mr. Barnard thus relieved of his official duties.

In 1843 he was called to Rhode Island, where he examined and reported upon the condition of the schools. In 1845 he became the State Commissioner of Public Schools. Here he rendered the same services he was relieved of in Connecticut. He planned a traveling model school for demonstration lessons in teaching.

Later he was in Connecticut as the principal of a new state normal school and the ex-officio secretary to another state board of education. Here he wrote the school laws, sought for increased taxes for the support of the school systems and checked the power of the district systems all of which laid the foundation for a state system of education.

In 1855 Barnard began editing the American Journal of Education. This journal gave to the American educators a conception of the historical development in European countries and a useful knowledge of recent trends and practices. His scholarship and great capacity for observation and creative reasoning made this journal a credit not only to himself but also to the progress of American education.

Factors Implementing Change.—Changes other than in the realm of educational philosophy have been at work causing problems to arise which in turn have brought about a modification or abandonment of the philosophy underlying certain principles of education. One of these factors of change was in respect to a great influx of pupils of varying abilities. A downward trend in student capacity meant a change in the course material to meet these abilities if they all were to profit by their attendance at school.

The change in the school population is graphically shown by the chart below.[1] This table illustrates the mounting increase over the years in high school enrollment which means an influx of many more students of inferior academic ability.

1800	3%	Enrolled in secondary public schools in U. S.
1890	4%	" " " " " " "
1900	9%	" " " " " " "
1910	13%	" " " " " " "
1920	23%	" " " " " " "
1930	47%	" " " " " " "
1936	63%	" " " " " " "
1942	70%	" " " " " " "

In 1920 it was estimated that the average I. Q. was within the range of 105-110. Now it ranges from 95-100. There has been an increasing spread in the range of academic aptitude but especially has the increase been found within the lower quarter of the range of intelligence.

The social backgrounds of the pupils vary tremendously from the early days when our public school pupils were drawn from the aristocratic families.

In 1900, statistics indicate, 75 per cent of the high school graduates entered college. Today about 25 per cent enter. (Some authorities state from 10 to 20 per cent.) This means that the majority of pupils are not interested in college preparation.

John Dewey.--A scholarly innovator of educational ideas to fit the kalaedescopic changes was John Dewey, born at Burlington, Vermont, in 1858. Education according to his conception, involves more than

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[1] Evenden and Butts, Columbia University Cooperative Program for the Preservice Education of Teachers. New York, 1942.

textbook learning. It includes play, construction, the use of tools, contact with nature, and activity. The school must be a place to work rather than to listen. Learning life by living life, becoming acquainted with social institutions and industrial processes by studying them, were to be the new order of education.

Because of Dewey's remarkable ability for Philosophical and educational leadership, great strides were made toward bringing about an educational reform which would adapt education to our times and modes of life.

According to his philosophy, education is not an end in itself. It is a process of living. Rather, it is always any immediate goal that elicits thought and activity.

The child lives only for the present. Therefore, he concludes, it is absurd to require a youngster to fill his head with ideas which perhaps he may someday find useful in his adult life.

Dewey considers the educational process to consist of two main factors: 1. The individual; 2. The individual's social responsibility. Each child is an individual with his own powers, capacities and instincts. But this same child is not self-existent. He lives co-existent with his fellowmen. Therefore he must learn to cooperate with his fellows and to order his way of living so as to be harmonious with society. Toward the goal of developing the individual capacities of the child so that he may share his talents with the world, should be spent the energies of education.

Newer Conceptions.—About the turn of the century a new emphasis was being brought to bear in education. With the swing away from

the old faculty psychology in American education, a stress was placed upon the teacher's being not a drill master, but rather, a stimulating factor in guiding student activities. It was now to be the work of the teacher to act as guide in the thinking and study habits and activities. Teachers became friendly critics by whose helps the pupils learned to reason more accurately.

It was rapidly being felt that something should be done to reach the needs of a heterogenous group of youngsters who are in the public schools. The Dalton Laboratory Plan, conceived in 1911 by Miss Helen Parkhurst, was introduced at Dalton, Massachusetts, in 1919. This scheme divided the course into many jobs as there are months, and each job into twenty units. For each unit a card is provided which is called the job card upon which is told how to attack the work thereon described. It is a device whereby individuals may manage their time and work so as to master fixed subject matter quotas within a definite period of time.

The Winnetka Plan is an individual system, started by Superintendent Carleton Washburne at Winnetka, Illinois, in 1914. He divided the curriculum into two parts, 1. The essentials; and 2. The group activities which were to be outlets for self-expression. Each pupil moved at his own pace, time being the variable, not the quality of work. For the second part, there was no fixed standard.

Since the early twenties a movement known as "progressive education" has experimented unceasingly with modern concepts of education and has placed especial emphasis upon making the child the center of interest rather than subject matter. The progressives have tried to

make the school a place for interesting activity rather than a place of confinement for a definite period each day. They have tried to make a home of the school.

Throughout the years of change there has also been constructive thought given to the reorganization of the school curriculum. Two schools of thought have existed. One felt that the status quo should be maintained and that methods and instruction should be standardized. The other felt that the curriculum should be revised to meet the changing needs. Needless to say, the latter group have succeeded in bringing about many changes that have resulted in a trend toward meeting the individual needs of a student. In the early days of the battle, such figures as Harris, Parker, and Dewey fought for improvement. In the more recent years Dewey has carried forward the banner.

Out of this struggle have come such terms as "core" and "correlate," as efforts were made to combine and to associate subjects that would be mutually beneficial as well as their combination making a trend toward a lighter curriculum.

Summary.--In the brief running story of the influences from Europe and the early manifestations in America, it has been shown that our educational system has been growing gradually. It is also of interest to note that many of the reforms that have come were, in rough conception at least, perceived long ago. Observation leads us to see that much which is uppermost in reform even today really was the core of reform years ago. The trend away from primitive procedures is slow. The basis of reform is education. Therefore the

needs of our educational system have been repeated from decade to decade and will be sounded anew and afresh in the years to come.

Although this chapter has said very little about teacher-training as such yet the review presented has had its direct bearing upon teacher education. Were it not for the advance in educational philosophy and psychology no new developments could be hoped for in this direction. But having outlined what progress has been in the making during the past, we are now in a position to undertake a bit more understandingly the more recent trends in teacher training.

CHAPTER II

PATTERNS IN TEACHER EDUCATION

The questions involved.— Little need be said relative to the necessity of providing the best of opportunities for growth and educational development of our American boys and girls. That this noble aspiration may be achieved a well trained army of able teachers must be instructed in the philosophy of education that will meet the needs of the present time. Great educators have sensed this need, and much time, energy and means have been spent unsparingly that the needed provisions might be made for advancement.

The efforts of the American Council on Education.—Foremost in the present decade has been the effort of the American Council on Education to encourage, foster and to provide the facilities for the study of ways and means of bettering teacher education. In 1939 the Commission on Teacher Education was formed. It invited many American colleges and universities and school systems to unite in a cooperative study on teacher education. For three years, each institution concentrated upon bettering their program of education. Although each center worked along its own line of direction, the Commission acted as an agent for sharing ideas from other institutions and offered a variety of service as the institutions requested them.

In 1944 the American Council on Education published the book, *The College and Teacher Education*, which tells what happened during these years of experimentation.

A Cooperative Institution.— The Columbia University cooperative Program for the Pre-service Education of Teachers, published by the Bureau of Publications, Teachers College, Columbia University, is a staff report of the three-year study and improvement of their teacher education program in cooperation with the Commision on Teacher Education.

The Bennington Planning Conference.— In order that the working policies and concepts might be devdoped for the cooperative institutions, a planning conference was called to meet at Bennington College, Bennington, Vermont, from August 21 to September 2, 1939. Later a report was prepared by the subcommittee on the Problems and Plans in Education, and since then has been published under the title of "Major Issues in Teacher Education."

Outcomes of the work of the Commission on Teacher Education for the American Council on Education.— From the work and influence of the Commission on Teacher Education have come forth publications describing the many observations and conclusions resulting from the studies made throughout America on teacher education.

One of the resultants of the writing which has been done is the listing of the important patterns which have been observed in many of the progressive and representative institutions. The most frequently occurring and presently important of these patterns will be presented.

Emphasis is being placed upon the sharing of the plans for a course of study with the students. It is felt that this attack promotes the feeling that the student is actually a partner in the man-

agement of his education.

In guidance and evaluation, emphasis is placed upon the student's place in the procedure. The purposes of the testing program, the results and the significance of their evaluation are heartily shared with the student. He is led to feel that the guidance program is for his best good, and that he may discover the scholastic needs for his preparation to undertake his choice of work.

In the professional program, a series of firsthand contacts leading from observation to participation in practice teaching is provided in such a way as to bring about a full orientation into the teaching profession.

Less stress is being placed upon methods courses as such.[1] The stress is being placed upon helping the teacher to understand himself and his work with young people living in a changing world and growing from month to month. Also emphasis is being placed upon the benefits of group work and planning, and the techniques which help to bring to fruition the activities of a group.

An overall trend[2] is toward all departments of an institution working cooperatively toward giving a functional program of experience to the prospective teacher. Heretofore, each department has more or less existed as a little intellectual world of its own. Now that it has been perceived that the whole individual is to be considered in the educational process, the whole faculty working together to achieve this goal is beginning to be the practice in more progressive schools.

1/ Armstrong, Hollis and Davis, The College and Teacher Education, American Council on Education, 1944, p. 164-166.
2/ Loc. cit.

[illegible] on his [illegible].

In [illegible] and [illegible], [illegible] to [illegible] the [illegible] place in the [illegible]. The [illegible] of [illegible], [illegible] people and [illegible] of [illegible] are [illegible] with his students. [illegible] for him [illegible], [illegible] his [illegible] to [illegible] students [illegible].

In the professional [illegible] of [illegible] the [illegible] concentration [illegible] in [illegible] to [illegible] the [illegible] a [illegible] [illegible].

[illegible] placed [illegible] and [illegible] [illegible] the [illegible] [illegible] with [illegible] [illegible] also [illegible] the [illegible] the [illegible] the problem [illegible].

In [illegible] [illegible] of an [illegible] [illegible] [illegible] to the prospective teacher. Furthermore, each department [illegible] the [illegible] [illegible] has [illegible] to be [illegible] in the [illegible], the whole faculty [illegible] this [illegible] to the [illegible] in [illegible].

1/ [illegible]

[illegible]

2/ Ibid. [illegible]

In order to teach a youngster properly, the teacher must first know the youngster. This is no new concept. It has been known for a long time that successful teachers depend upon knowing their children in order to most effectively reach these children. The newer trends are not new in terms of direction of principle, but rather in terms of techniques which will allow learning to take place. In order to permit teachers in training to learn child behavior, provision has been made to study the child at work, play and study.

It is being felt more and more that the school must share its resources with the community[1] of which it is a part. Therefore, part of the teacher's training is in terms of her relation to the community. Opportunity must be provided for the study of the actions of a community--its likes and dislikes, problems, social codes, political views, aims, and plans. By taking an active part in these activities, the student will learn more easily for actual engagement with realia has proved to be more efficient a means of learning than mere textbook learning.

In art and music the development of the imaginative understanding, that is, to create an increased capacity for sympathy, and to develop the emotions and creative imaginations, has been emphasized.

The newer courses are being directed toward more and more realia so as to make a more functional program of teacher preparation and to meet the concept of learning which states that reaction with realia will bring about more permanent understanding and retention than learning in the abstract sense of dealing with the hypothetical.

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[1] Gordon W. Blackwell, Toward Community Understanding, The American Council on Education, 1943.

In order that this ideal may get off the paper and into practice some institutions provide an office which makes off-campus contacts for their students to gain actual realia experiences in studying children and in participation in community affairs. This in many respects has proved to be most promising as a technique of learning.

As has been previously mentioned, some staffs are moving in the direction of working together for the development of the whole student.[1] In teacher supervision the new direction is for the entire faculty to share in the directing the activity of the student in his efforts at student teaching. The question has been raised, why shouldn't the teacher of content material be just as much interested in the preparation of a teacher to teach the same course he is teaching as the methods teacher in the educational department? The implication has been grasped and is being tried in some places.

Colleges are realizing as never before the need of curricular revision. The general practice is to squeeze the student into a prefabricated educational scheme with little or no choice on his part. Newer advances are in the direction of making the curriculum functional also in respect to offering content mentioned as being needed by the results of the educational diagnosis factor in the guidance program.

College professors and educators, as individuals and in groups are paying more attention to what is actually going on in the schools and colleges by personal visitation.

Functional courses, summer workshops, extension courses, field

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1/ David M. Trout, The Education of Teachers, Outcome of the Michigan Cooperative Teacher Education Study, 1943.

courses, based upon specific problems, are now popularly known to school men.

A break with tradition has been started and a more wholesome relation is existing between the school and the university research centers.

Also there is an effort being made to allow for integration of related subject matter. Several professors often plan together a course of study and each one contributes definitely from his field by way of counsel and actual teaching. Thus it is hoped that the student will receive a much richer and varied program than if the course were under the direction of one professor.

Summary.--The present status in teacher education is definitely in the direction of providing not a theoretical patent medicine variety of educational perception, but rather an individual education aimed at preparing the student to be most efficient in the area in which he has chosen to prepare.

Efforts are being put forth to draw professors out of their inmost shells and to realize the great contribution to advancement and personal development can grow out of their sharing with other staff members their enriched experience in their special fields. Richer programs are evolving from this new interest in the student which promises to bring forth greater fruit as experimentation is carried on further.

The changes in the curriculum toward more flexible and personal usefulness are a striking advance which promises to make use of the voluminous files bulging with personal information about students

and their needs. Many are hopeful that at last a use has been found for this material.

The courageous break away from tradition and toward the provision for direct experience in learning is an aspect which leading educators feel will provide educational advantages of which many in the past have been denied. The universities are more prevalently being looked to for guidance and counsel by the various schools to whom they are sending students for realia experience. Futile indeed would be the attempts to capitalize upon direct experience were there no harmony of purpose or practice in these schools with the institution sending out its teachers.

The overall picture is that of progress in the direction of preparing a teacher who has a first-hand knowledge of the problems and the techniques of guiding children in their social, educational, and emotional experiences, and the responsibility to the community in which she lives and teaches. Although no program of preparation ever hopes to give the teacher all the answers to the problems which will be met, all teachers should enter the profession prepared to face the problems squarely and to be able to set up techniques whereby a solution may be attempted. Toward such an end, modern teacher-training is directing its energies.

CHAPTER III

STUDENT SELECTION AND GUIDANCE

The questions involved.--In the previous chapter the main direction of advance was delineated so as to give a complete picture of what is happening by the way of development in teacher education. The burden of this chapter and also of the succeeding chapters will be to more minutely describe the several most outstanding directions in which progress is being made.

> Who will be good teachers? How can we identify the potentialities and the levels of skills and competence that should be expected of those who seek to prepare for teaching? In short, how shall we decide whom to admit to our professional educational program? These questions define the problem of student selection. The problem of evaluation of student selection is to discuss how well the questions have been answered in actual practice. But also, the process of selecting students for professional preparation is itself essentially evaluative in character. . . .evaluation includes several tasks--formulating general objectives, defining them specifically, identifying appropriate sources of evidence, developing and using appropriate means to get the evidence, and finally interpreting in the light of our objectives. Selection also involves these same tasks. We must decide what kinds of people we want and do so with some degree of definiteness. We must decide how, and by what means we can identify people. And we must interpret the results.[1] Thus the selection and evaluation are closely related.

If this statement of student selection were taken seriously the question of teacher trainee quality would not be as prominent as it is today. The cry for better teachers, as far as native capacity is concerned, would be answered to a large extent.

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[1] The Commission on Teacher Education, "Evaluation in Teacher Education," The American Council on Education, 1945, p. 16.

The usual technique for selection is to choose a candidate upon whom the merits of the results gleaned from psychological examinations, records of previous scholarship, and a physical check-up. A fuller program of selection also includes the principal's rating, a psychiatrist's rating (a psychiatrist actually interviews each student), social agencies' work (students are given at least one hundred hours of work with children. A report is made of the effectiveness of the students' relations with boys and girls and with the agency.), and the use of a profile chart to graphically show all the aspects of the candidate's mental, emotional, physical, scholastic and social maturity and progress.

Two guiding questions should be borne in mind when the value of an evaluation factor is being considered:

> What degree of importance does the institution attach to this factor? Stated another way, how important is this factor or characteristic for good teaching? The second question is: To what extent does the institution assume responsibility for effecting improvements in students' status with respect to this factor? The first question refers broadly to a concept of the good teacher; the second refers specifically to the goals of instructional program of the college. We can raise these two questions with respect to specific factors.[1]

Factors of competency to be sought.--No two schools will be faced with the same problem of student selection. Nevertheless before such an endeavor can take place the following items or tasks must be performed and must have definite working agreements developed: 1. The competencies or characteristics of a good teacher should be listed; 2. The levels of competency to be required at the time of

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[1] Ibid., p. 6.

admission must be stated: 3. The evidence that may be used to identify competence must be cited; 4. The means used to gather the evidence should be cited; and 5. Criteria for the evaluation of the data gathered must be determined.

For the sake of the pupils as well as for the welfare of the student teacher, it is commonly agreed that a teacher candidate should be in possession of at least average health. But the question to be settled is: What degree of deformity, if any, shall be allowed? (Cross-eyedness, missing fingers or limbs)

Student orientation and self-evaluation.-- "The basic goal of the educational orientation course for freshmen in the College of Education at Ohio State University is intelligent planning."[1]

The student is given a test at this college which endeavors to evaluate the student's attitudes toward teaching, which tend to be helpful or adverse. He takes a battery of tests to evaluate quantitatively the basic skills and attitudes essential for successful teaching.

A careful evaluation of these tests is made and the results summarised on a summary sheet. The student is given a copy and one is kept by his adviser. Each student is asked to evaluated in terms of his own impressions the results of his tests results. The adviser likewise gives his interpretations and suggestions. Using these results and suggestions made by the adviser, the student then writes a paper in which he outlines a plan of study which he thinks will be most beneficial to himself personally.

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[1] Ibid., p. 51.

The work of making the evaluation scale for an adviser in this plan for guiding students should be continuous for the needs of students change. The advisers at the Ohio State University found that their scale was too broad. It included experiences not yet met by students. New ratings were devised which rated traits and skills which predominantly are the responsibility of the lower division to develop.

Emphasis should be placed upon students scoring their own tests at laboratory meetings. By this means it is hoped that the prospective teachers will gain an insight into the evaluation which as on the job teachers they will need.

Specific factors of competence.-- Relative to the specific factors of competence which all teachers should possess, the Ohio State University recommends the following:

> 1. Each teacher must have developed a functional philosophy of democratic life. 2. He must appreciate spiritual values. 3. As a scholar he must grow in self-reliance and resourcefulness. 4. He should have an inquiring mind. 5. The factors in community culture should be thoroughly appreciated. 6. He must be an active community worker. 7. He must be in possession of a functional knowledge of the professional ethics for teachers. 8. His knowledge must include an understanding of the psychology of learning and means of allowing learning to take place. 9. He must be broadly informed relative to the understanding of how the pre-adolescent and the adolescent learns. 10. The principles of physical and mental health are to be thoroughly understood and practiced in his life. 11. A thorough knowledge of guidance and the principles of administering intelligent guidance are essential prerequisites. 12. The ability to promote and to supervise extra-class activities is as essential as classroom teaching. 13. He should be continuously developing the social graces in his living. 14. He should accept as well as recognize responsibility. 15. He must be proficient in natural classroom management. 16. His supervision must show signs of effectiveness.

Another study[1] suggests the following qualifications for teachers:

1. Personal qualifications
    - (a) Integrity
    - (b) Professional character
    - (c) Loyalty to public service
    - (d) Devotion to the task of social reconstruction through the service of teaching.
2. Teaching experience
    Must be intimately familiar with the problems his students will meet, and must have the skill and insight in the difficult task of adapting knowledge to immature minds.
3. Scholastic preparation
    - (a) Broad personal scholarship
    - (b) Productive scholarship (Original contributions should be made to the advancement in improvement of education.)

This last statement is significant because it is commonly known that those who are advancing the frontiers of learning are far behind the advance of leaders in other professions.

The spiritual factor.-- Although the writer firmly believes in the principle of the public education being non-sectarian and of the separation of the church and state, nevertheless, he feels that another factor should be added to this splendid list of competencies. It is evident that each teacher should experience in his own living more than a mere ethical character. Our modern times have revealed horror lessons of what national and personal life is like when the education of youth neglects the intelligent restraints of religion. This thesis is in no way an essay upon a panacea for our age, but it is apparent that there does exist a crying need for

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[1] Jessie M. Pangburn, "The Evolution of the American Teachers College," Section on Evaluation of the Instructional Staff, Teachers College, Columbia University, Contribution No. 50, 1932.

strong moral leadership. Our children need not be catechized into the rites and ceremonies of religion which all too often are memorized into meaningless jargon. Rather, they must be led into a functional and sane living and faith which has so nobly characterized many of our valiant leaders of the past and the future.

Summary.-- The choosing of candidates for teaching training is important. It must be implemented by a careful selection of those qualities which are deemed to be essential for successful teaching.

In evaluating the qualities of a candidate, it is essential also to be able to know the subject matter mastery which he should have achieved at the level when his work is being evaluated.

Newer practices indicate that it has proved helpful to allow a student to participate in his own evaluation of the tests which he has taken and to let him take part in planning a program around the needs which will most materially help him personally.

The general characteristics of a good teacher are fairly well established. But one factor which is needed and unfortunately neglected in some instances, is the need of strong moral leadership in the principles of justice in matters of personal and social significance. By leadership is not inferred a trend toward ceremonial formalism, but rather, that wholesome and stalward living which is recognized by thinking people as a good standard for the youth of all ages and nations.

CHAPTER IV

CHILD LEARNING

Behavior as a symptom.-- "The understanding teacher is one who appreciates the fact that differences are not necessarily signs of inferiority or superiority but a natural product of the individual and his environment. The understanding teacher not only recognizes this point of view but also strives toward further understanding by constantly attempting to obtain new information on children."[1]

Behavior is to be considered as a symptom and the child is to be extricated from the effects of the conditions causing the misdemeanors.

The phases of learning.-- It has been pointed out that the teacher who is to understand the child should be cognizant of the fact that there are three phases of learning:

1. Beginning phase
2. Phase of rapid rise to peak
3. The Plateau phase or leveling off

A concept of learning.-- He will discard the mastery concept of learning and stress the learning of skills in relation to the individual and his readiness to learn. Under the mastery system often a child has by rote memorization been able to recite without attaching any significant meaning to what has been recited.

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[1] C. V. Millard, "Individual Differences," Educational Leadership (April, 1946) 3: 318.

Danger in misdirected freedom.-- Following this concept of learning further, an individual's potential maxima are to be the goals of instruction rather than the usual artificial mastery scheme.

In their effort to train a child to become resourceful and self-reliant some teachers have allowed the child what they call "freedom." It is a strange sort of freedom which allows a youngster to flounder about in an intellectual maze that has neither interests nor a sense of direction to him. The understanding teacher must know when to use control and guidance and when to allow freedom. It is an error to allow children to undertake problems which require adult maturation for their solution. Full freedom should be encouraged in the undertaking of problems which can be properly grasped and carried on to an intelligent solution.

Recording pupil data.-- Much has been written about the keeping and use of cumulative records.[1] Early records stressed annoyances. These incidences were evaluated in terms of the attitude that a child was at fault if his behavior was deviating from what the teacher deemed to be normal. But when the causes of behavior are sought, then better anecdotal records are written.

It is recommended that the data from anecdotal records be so organized that the child can be clearly seen as a unified personality in a definite, although perhaps complex relation with his environment.

The writer of the records must consider the shifting needs, interests and emtional problems of the child. It is well to keep in

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[1] The Staff of the Division on Child Development, "Helping Teachers to Understand Children," The American Council on Education, 1945.

mind that in the months to come the pupil will be older and more apt to capably cope with his problems. All recommendations must take into account the prospective future. Plateaus and periods of slow learning as well as periods of rapid learning should be taken into consideration. During periods of development when there is a leveling off of growth and interest, the child may develop quite an unreliable performance.

Not all children are equally mature physically, socially, or mentally. Allowance must be made for these unequal developments in planning for the maximum good for the child.

In learning to know the child and especially in learning the technique of making meaningful and useful notations, it is recommended that the teacher candidate choose a specific child for his study and records.

Kinds of records.-- There are four types of anecdotal records in general use:

1. Evaluative of behavior
2. Explanative of behavior
3. Descriptive of behavior in general terms.
4. Descriptive of behavior in exact detail of what took place

Critics of anecdotal records imply that the better records contain specific descriptions.

Learning to make home visits.-- The teacher, in training, should learn by experience how to make home visits, what to say, what to ask, and what to observe. Home visitation when thus carried out has proved to be very helpful in aiding the teacher in training to get a

first-hand knowledge of the relation of the child to his family and the bearing which the home environment may have upon his school behavior and performance.

It is very helpful to learn to use the assistance of a psychologist or a psychiatrist to help the beginning teacher to approach a solution for the more difficult cases he may be studying.

Factors aiding discovery of cause for misbehavior.-- It has been found that there are several factors which may singly or collectively throw light upon the behavior of a child. These are:

1. Transition from childhood to adolescence
2. Cultural factors of the home and community environment
3. Starvation for affection
4. Fantasy complex

Group meetings at which time specific cases have been studied have proven very beneficial.

Out of just such group studies which have been undertaken, came forth the principle of looking for patterns of behavior when studying the anecdotal record of a child. A personality studied over a period of time evolves a picture or pattern trend toward behavior. Because of spurts and regressions, it takes time to reveal the more permanent trends. It is the overall tendencies which need to be improved or corrected rather than the occasional deviation.

The great factor in what is so commonly called "discipline" is not punishment for deviation from a set of standards of decorum. It is rather a removal of the basic causes of misbehavior. With these removed normal behavior may then proceed. The situation is not analogous

to one's taking pills to remove the effects of a pain without finding the source of discomfort and making an effort to eradicate it.

This principle is very nicely stated in the following quotation:[1]

> The object of discipline is the training of a child for self-government. He should be taught self-reliance and self-control. Therefore as soon as he is capable of understanding his reason should be enlisted on the side of obedience.

Summary.--True teaching begins when the teacher knows and understands the pupils in his classes. Those who are candidates for teaching ought therefore to have ample opportunity to learn the techniques of teaching children. Briefly stated this implies that the teacher should be able to accurately observe and record in detail and objectively the actions of children. He should know how to benefit from home visits and other places visited for the purpose of learning the effects of environment upon the child's actions in school.

He should bear in mind that he is looking for patterns of behavior rather than isolated, deviations from the normal patterns, and that the true object of discipline is self-discipline; that therefore, discipline is not a passive factor which must be received but rather which must be self-activated.

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[1] Ellen G. White, Education, Pacific Press Publishing Association, Mountain View, California, 1942, p. 289.

CHAPTER V

COMMUNITY SERVICE

"There is no such thing as fitting a teacher for a certain position until the problems, needs and interests of the inhabitants of a community where she works are made a part of the total equipment, she takes into the classroom with her."[1/]

At Grambling, Louisiana, at Negro Normal and Industrial Institute, a dual training program is in progress. One part consists of the training at school and the other on the job; and both with equal emphasis. The old traditional teacher-education has been abandoned. The question asked is not what kind of course should be studied, but what kind of communities will our teachers be going into?

At this college extensive surveys were made at the communities round about. It was found that poor health, sub-standard homes, poor agricultural methods, adult illiteracy, insufficient cultural and recreational facilities were the problems of the Louisiana Negro. In harmony with the philosophy that the school and the community must work for the benefit of each other, the curriculum at the teachers college was made to include areas of health, home making, food production and conservation, child guidance, adult education, creative and recreative arts.

[1/] Kara Vaughn Jackson, "Curriculum for Better Living," Education's Leadership (October, 1945) 3: 25.

Grambling's answer to these disturbing conditions was:[1]

> Education is for better living, and better living is dependent upon the wholesome improvement of all phases of community life. Why teach a child about a balanced diet if his parents were not going to make it available? And how were the parents going to be concerned about proper nutrition if no one helped them to realize the importance of it? And who was going to teach anyone any of this in the first place if the teacher herself was solely and perhaps incurably concerned as a result of an antiquated teacher-education curriculum, with the parts of speech and mystifying computations about the cubic feet of air space in a New York sky-scraper? Inevitably the whole structure of community life and all agencies concerned therewith became the educational texture of the program at Grambling and the teachers it prepared. Community problems in this light--and can there be any other?--became educational problems, thus school problems, therefore fundamentally teacher problems.

Community workshops have been established with the primary purpose of acquainting teachers, pupils and adults with the basic problems of rural community living and how to solve the problems involved. The workshop idea is not claimed as a cure-all but it is an agency which is promising great progress and improvement.

The college staff at Grambling has been chosen from among those who are genuinely acquainted with community problems so as to facilitate the putting into practice the philosophy of education espoused by this school.

Another account of the effort to bring the problems and experiences of the community is described in these words:[2]

> It is desirable for the students to begin working with children and adult groups during the first or second year of the four year program in order that they may have wide

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[1] Ibid., p. 26

[2] David M. Trout, op. cit., p. 39.

> and varied experiences in school and community situations.

These activities may include: Teaching Bible classes in church, assisting with school and community recreational programs, home care of children, remedial work with individual children or groups, planning and telling stories, assisting adult education groups, making community surveys, working in settlement houses, orphanages, or hospitals, working in summer camps, radio work and other similar activities.

Several basic assumptions are listed in this same reference as being essential to proper community reactions:[1]

> 1. "The teachers should not only be mentor for children, a subject-matter specialist, and a sponsor of extra-curricular activities, but also a leader of adults, a participant in political and social life and a community statesman.
>
> 2. "Only the school staff that understands thorough participation in the life of the people it serves is able to provide a school program in response to the needs of the community.
>
> 3. "A knowledge of the experience that may have been responsible for competence displayed by teachers who are making valuable contributions to their community can be utilized to develop teachers for more effective participation in community life."

Some parochial school teachers, however, object to their participation in politics on the basis of the principle of the separation of church and state. Regardless of how careful one might guard his interests there is a tendency for the church influence to direct the activity of the state. In the aspects of issues which affect the well being of individuals and in projects

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[1] Ibid., p. 75. cf p. 84, 85.

for the general improvement of the educational, physical, emotional and spiritual interests of the community, they should exercise their franchise and influence in the direction of improvement.

The extent to which the teacher in training may participate in actual community service depends largely upon the factors 1. Freedom to participate and 2. competrncy of the participant. Relative to the first factor, schools vary from conservatism to progressivism in espect to the freedom to enter into the life activities of a community. The competency level essential for entering upon this work is a question which is being discussed by progressive schools and varies in answer. Some would have the student learn through contact with life, others insist that a preparatory course is essential and then others maintain the middle ground position requiring a certain degree of training which becomes supplemented and made functional through contact with life experience.

Summary.-- A teacher is not truly prepared for her position to teach until she is acquainted with the problems and needs of the community in which she is to live and work. Her pre-service training must include preparation for intelligently finding out the problems and needs and of a problem solving technique which has proven workable.

Grambling College is experimenting with making the needs of the community the source of material for the content of their school curriculum. The school holds itself responsible for the improvement of community life and of training teachers not only in

this philosophy but in training them to be useful citizens of the community. The school becomes a resource laboratory for the assistance in community improvement.

Teacher training centers are realizing the significance of this trend and are making provision for this teacher preparation and some institutions are allowing for actual on the spot participation in actual community living and working.

CHAPTER VI

GENERAL AND PROFESSIONAL EDUCATION

General

Definition not clear.-- There seems to be no clear-cut definition on what is meant by general education. Some think that it should be that which gives cultural background so that interests, understandings, sensibilities, and perspectives become integrated with the culture of which they are a part.

Harvard's definition.-- "The root idea of general education is as a balance and counterpoise to the forces which divide group for group within the highschool and the highschool from college. But in so far as general education is conceived as an organic strand running through the successive years of high school and college then it should play the same binding, unifying part for the individual as well. Certainly it will fail of its full function unless it does so."[1]

Minimum skills.-- Others think it to be in terms of the minimum skills which all must possess in order to live a normal life in modern society which would include reading, oral and written composition, and mathematics and science.

The University of Chicago terms it as broad survey courses

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[1] General Education in a Free Society, Harvard University Press, Cambridge, Massachusetts, 1945, p. 14.

to be given the freshman and sophomores which should include the study of the humanities, the physical, the biological and the social sciences.

Stems from needs.— According to John Dewey and others, general education should not stem from classical heritage but rather from the needs of the students. In other words, the curriculum should be student centered and designed to meet the needs of those living in contemporary culture. The subject matter may be selected from the older discipline whenever these actually shed light on the present day problems.

Common experience.-- "General education: Common learnings! Basic education! Core curriculum! These are terms much in the educational literature today. Their wider discussion reflects a deep concern with a curriculum problem which is of first importance and which is far from satisfactorily solved. The essence of this problem can be indicated by a question: What educational experiences should we all have in common?"[1]

Future views of general education.-- General education is at times thought of as those basic skills in the three R's essential to fill in gaps of weaknesses.

It is conceived as being that which is essential for good citizenship.

Others call it that which prepares one for intelligently following his life interests.

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[1] Hollis L. Caswell, "What are We Talking About?" Educational Leadership (May, 1946) 3:346.

And in respect to teacher education, some educators have viewed it as that which meets the requirements of teaching as encountered in actual experiences.

"But when a serious attempt was made to begin with any one conception of student needs, it was not long before all others began to be drawn in. Gaps in preparation, the minimum essentials of subject matter broadly conceived, the life interests of students and the practical requirements of the job were all found to be indispensible ingredients in the long run."[1]

Emphasis upon the major field.-- Recent emphasis upon the need of better preparation have led many of the leading teacher training centers, including Harvard University, to give careful consideration to the curricula in use for teacher training. Careful study of the teacher in-service and his pre-service training has led to the conclusion and to the conviction of some subject matter specialists that the program of study as then in use was far from being adequate. Many revisions were made until now an excellent start has been made toward revising the curriculum to meet the actual life situation demands of the teacher in service. What are the crying needs, in becoming the criterion of building the courses rather than the armchair philosophy based on apparent logical causes and sequences.

A word of caution.-- "General education will suffer if educators persist in the idea that it must be objective at a certain

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[1] Armstrong, Hollis and Davis, "The College and Teacher Education," The American Council on Education, 1944.

time in the student's life, as for example, when the student is in his first and (record) year of college. A student ought to be getting a general education, define it as you will, all during his life."[1]

What education should be given?— Kilpatrick, in writing upon this topic, has these questions which he raises:[2]

"As we speak of learning which comes to mind first, school or social life? Learning in and for school? Or learning in and for life? Which?

And then continuing the same thought he answers the questions by saying:[3]

"We learn what we live, what we in our hearts accept as our way of living; and we learn it as and in the degree that we accept it."

According to his reasoning he then concludes that general education should include that which provides experience in bringing about:

1. A well-adjusted personality
2. Rich all-round living with the necessary techniques to make a success of what is to be attempted
3. Due regard for others, their rights and feelings
4. Acting or thinking: "Ever better meanings, meanings ever better put to use."[4]

An apt comment.— Relative to their point in the paragraph preceding, the following quotation from Newton Edwards throws a glaring light on the need in general education for teaching for self-restraint and respect for others:[5]

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[1] Walter R. Goetsch, "Some Thoughts on General Education," *Educational Administration and Supervision, Including Teacher Training* (February, 1946), 32:67.

[2] William Heard Kilpatrick, "The Education to be Sought," *Progressive Education* (January, 1940), 17: 13.

[3] Ibid., p. 15.

[4] Loc. cit.

The age-old retreat to individualism has given rise to an excessive emphasis on individual freedom and rights, which often finds expression in crass selfishness and disregard for the welfare. We tend to lose sight of the fact that freedom has its counterpart in obligation and restraint. The modern world is characterized by individual selfishness and disregard for common weal. Witness the prevalence of the black markets; the failure of the educated and the well-to-do to have enough children to replace themselves; the activity of pressure groups in political life, the groupistic struggle in which industry, labor, and agriculture are all trying to get more and more for less and less. Our culture is one that places a far higher value on individual accomplishment than on contribution to social welfare. One need not be a moralist or a religionist to recognize that much of our difficulty grows out of a moral breakdown which has its roots in an escessive individualism.1/

1/ Newton Edwards, The Elementary School Journal, University of Chicago Press (June, 1946, 46: 538, 539.

PROFESSIONAL EDUCATION

Subject matter integration.[1] -- The trend is toward the breakdown of subject-matter barriers and teaching large areas. As an example the study of human growth might very aptly draw upon physiology, psychology, anatomy, biology, anthropology, and sociology. Some professional courses are now offered in this fashion in the areas of social sciences, science, arts, and languages in some Michigan institutions.

Trends in professional education.[2]-- There is a much closer student-teacher relationship developing. Cooperative student-teacher planned courses are gaining favor. In case studies and community surveys, students are gaining freedom of participation and of being able to discuss matters as man to man with their teachers. In the methods courses, the trend is toward combining these with directed teaching.

"Put in a few words, the trend seems to be toward the conception of teacher education as a highly socialized and socializing process in which the prospective teacher learns teaching and education by working cooperatively as an equal with those who are engaged in teaching and educational planning, and by relating himself to schools and communities, students and groups as the teacher in an American community is expected to do."[3]

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[1] David M. Trout, op. cit., p. 39.
[2] Ibid., p. 40, 138.
[3] Ibid., p. 139.

Education as generalization.-- Buswell in speaking of the purpose of education states:[1]

"The main purpose of education eventually is to lead to an ability to generalize and the chief outcome of learning are generalized outcomes--abstract outcomes."

Creative education.-- "Creative education is not a subject in itself, but an approach to all subjects of study; it uncovers a new set of values which could be adapted to the improvement of all subjects. It is a way of using the mind, the feeling, and the imagination while depending not so much upon books as upon the student's own, too much neglected, mental and spiritual resources."[2]

The prerequisite for reform.--"The teaching body that understands only current practices can never reform those practices. But to prepare students to discharge the true functions of the schools is to make ready for educational reconstruction when the time for it shall be ripe. Without such preparation the teacher will resist changes, as they have so frequently done in the past, when changes were desired by the general public. But with such preparation, the staff may be counted upon to cooperate in curricular improvement and even to invite it."[3]

Comprehensive courses.-- Comprehensive courses have been developed with the direct intent of offering a versatile program of study aimed to meet the needs and interests of the students.

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[1] G. T. Buswell, "Psychology of Newer Methods of Teaching," *The Elementary School Journal* (September, 1945), 46:18.

[2] Hugh Mearnes, "Creative Education in College Years," *Progressive Education*, (May, 1946) 23:268.

[3] Denton L. Geyer, "The Present Role of the Teachers College," *School and Society* (June, 1946) 63:444.

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Inasmuch as the Chicago Teachers' College[1] trains teachers for the Chicago area and inasmuch as few seldom seek employment elsewhere, the emphasis is toward a better understanding of the section of Chicago where the prospective teacher will locate. Courses which will enrich the students' understanding of the community in which they will live are thus provided. Field trips are planned which allow for the opportunity to study community life.

Ohio State University Program.-- In the freshman year an introductory course is given in education which includes field trips, and an inventory taking of a community's resources. A course is given in educational psychology which also is offered to freshmen.

"September Experience Program" is the name of a course offered in which the student makes a detailed community survey, usually during the summer, and three weeks of observation and general assistance in a school or social agency. Each student is expected to make as many contacts as possible, these experiences not necessarily being in the same community where the survey was made. The work is followed up by a full course in the interpretations of these experiences.

Sophomores and juniors earn credit for further field studies or participation in school or social work. Weekly conferences are held with each student and a term paper is required. Seniors may also earn credit on minor problems in social science in this fashion.

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[1] Gordon Blackwell, op. cit., section "Efforts Toward Developing Better Community Understanding."

[2] Ibid., p. 21, 22.

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The sophomores are urged to take a course in elementary sociology focused upon school and community relations. Three orientation courses in advanced educational sociology are also offered.

The school also conducts a six-weeks' course called "The Field Laboratory in Conservation Education." This is sponsored by the state department of education. Numerous courses stress observation in schools and trips to social agencies.

Methods of instruction (Ohio State University).-- Two lectures sessions are held each week utilizing moving pictures or panel discussions. Three times per week student discussions are encouraged.

Time is provided for small groups of from six to eight for working on common interest problems.

And as a final means of instruction, the student meets with his instructor for individual instruction.

Social action[1]-- Through the efforts of the Appleblossom Club of the Michigan State Teachers College, open to all students, attempts are made to bring recreational programs to country schools. The services of the choir, orchestra or dramatic group provide much instructional and entertaining opportunities for the young people in these schools.

The club assists in a rural Protestant church. One of the college professors has become the minister. With special emphasis being placed upon recreational programs for the young people of this church the attendance has increased remarkably.

[1] Ibid., Chapter IV.

This same club took an active part in helping enliven a club for under-privileged children. A railroad company donated eight box cars. The club members spent week ends felling trees and remodeling the cars into a building. The students also provided their own meals as well as free labor. After the work was completed, sixty-five happy youngsters were cared for each week during the summer.

The club's welfare department repairs shoes, mends clothes, and prepares boxes for distribution to children who need them.

Similar clubs in the Florida State Teachers College and the North Dakota State Teachers College are doing the same sort of social work.

A number of institutions are spending more or less time in this direction and are finding these worthy enterprises are paying high dividends in the understanding of community problems and needs.

In-service training.[1] Although the main burden of this paper has been to follow the trends of teacher-training as such in pre-service nevertheless because in-service training is being considered as an integral part of a teacher's preparation, space is being devoted to a brief mention of this topic.

In-service training should be synonomous with faculty meetings. There should be in the teacher's program opportunity for group discussions, field trips, workshop study, individual study projects in arts or sciences, and research in preparing resource units. These are a few of the possibilities for learning which could be guided by the more experienced members of the faculty and the specialists asso-

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[1] Charles E. Pratt and C. Leslie Cushman, "Teachers' Education in Service," American Council on Education, 1944.

ciated with the school systems. Such programs are worthy of scheduled time just as in the teaching of a class on having charge of a home room.

The emphasis which has been placed upon in-service training should in no way minimize the importance of pre-service training but it should act as a supplementary factor for growth should be continuous.

Summary.-- During the war years much study has been given to the study of what is meant by general education. Although the term yet is quite vague in its meaning it is usually understood to be that basic something which should run through the experience of each individual so as to make of him a better and more rounded and useful citizen and craftsman.

Other elements of general education seem to be an education which teaches the ability to generalize, and the use of the mind for creative thinking and emotional appreciation for the better things of life.

In professional education the trends are toward broad area courses and the integration of subjects.

Social action is being realized through the medium of student clubs which are making definite and concrete contributions to community by actually helping to better the social and economic state of affairs in these communities.

In-service opportunity for a continuation of learning is increasing in its recognition as being a vital factor in the professional growth of a teacher.

CHAPTER VII

EVALUATION IN EDUCATION

Importance of evaluation.-- "The late Dean M. E. Haggerty of the University of Minnesota once wrote that the 'effective curriculum of a college was not what the instructors taught, but what the students learned.'"[1] Therefore a program that sets for itself the task of measuring the effectiveness of teaching is worthy of the merit of being mentioned.

Real evaluation.-- "No evaluation of a professional education program is complete until we find out how well the knowledge and insight students have gained are applied in actual practice. Paper and pencil tests of application of knowledge are more properly called tests of ability to recognize applications. Real applications that, in the last analysis, can be observed only directly in student behavior. The judgments of competent observers can be brought to bear upon this problem."[2]

Student teaching evaluation.-- The following points of observation are pointed out as being essential for the evaluation teaching:

1. What kind of teacher is the student teacher in reference to:
    a. Strengths
    b. Weaknesses
    c. Competence as a whole

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[1] Commission on Teacher Education, "Evaluation in Teacher Education," American Council on Education, 1945, p. 177.

[2] Ibid., p. 178.

2. Is this experience giving him opportunity for:
   a. Planning with pupils
   b. Planning with teachers
   c. Making child study on the playground or at home
   d. Taking time to collect material for teaching
   e. Taking time to see his program in respect to the whole school program

Follow-up techniques.— There are several ways of evaluating the teacher's gain from his teacher preparation:[1]

1. Questionaires which seek
   a. Activities or behavior practices of the groups studied.
   b. Group opinion regarding the value of previous educational experiences while in training
2. "Observation as an eye-witness technique"
3. Conference-especially with alumni
4. The study of the progress records of students taught by students from the training center being evaluated

The term group is used in the sense of meaning a population of teachers from a given teacher-training institution whose worth in training is being judged by the product in the schools at large.

Practice teaching.— Most supervisors require students to write out a formal statement of what has been observed in a classroom demonstration. Still others issue a check-list which is to be filled out. These statements are presented before a group for discussion, thus lending to an evaluation of the teaching done. From the standpoint of the supervisor these reports form a measure of how well the student teacher is observing.

Evaluation of the general work.— The General College, at the University of Minnesota, built a battery of eight tests having 600 items. A sum total of about 1200 specific items were received bytwenty-

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[1] Ibid., p. 65.

five faculty members. As a result of these careful analytical criticisms, a new test battery was built which proved to be highly satisfactory. Most of the items were of the multiple-choice variety. Some were aimed at measuring insights.

Evaluation of the objectives of education.-- "In recent years the term evaluation has been increasingly employed in educational circles. It has suggested the importance of systematic and continuous judgment not merely of accomplishments of persons and the outcomes of processes, but also of the values in terms of which the accomplishments and outcomes must be estimated. In other words it hasimplied a critical analysis of educational purpose as well as of possibilities and attainments in relation to such purposes."[1]

Summary.-- Evaluation is assuming a much greater role in the present testing program. It is not only concerned with the achievements scholastically of the student, but it is concerned with the evidence in the public school classroom of the effectiveness of the teacher-training program.

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[1] Ibid., p. 65.

[illegible]

[illegible]

[illegible]

[illegible]

Evaluation of [illegible] objectives [illegible].-- [illegible]

[illegible]

Summary.-- [illegible] public [illegible] program. [illegible] in the public school [illegible] teacher-[illegible] program.

GENERAL SUMMARY AND CONCLUSIONS

Throughout the brief history of American teacher-training there has been a continuing effort toward the realization of an effective system which would bring forth desired results. In the early days there was an effort to get away from the Lancastrian tutorial system to a means of class recitation. The ideas of Pestalozzi and later Froebel were eagerly adopted and adapted to American needs. Herbart's followers led the way to a new psychology which conceived of the mind as a whole rather than as being composed of many compartments.

These new factors of thought brought about not only a change of philosophy but a change also in the methods and techniques of teaching. Class recitation was based upon individual thinking rather than catechismistic memory. The concept of apperception, borrowed from Herbart, found its way into lesson plans providing for teaching new concepts in terms of the old.

Our own educational leader, Sheldon, developed the concept of "object teaching." To him, teaching could be greatly implemented by illustrating concretely the concepts the pupils were to be learning.

Mann and Barnard both used their genius to bring about educational reform and unification. Both edited educational journals and wrote and lectured widely, using their influence for the improvement of public education. To Mann is ascribed the credit for giving

to the American public the concept of a universal, free, and nonsectarian educational system.

With the increase of technological developments and an increase in the influx of less capable, academically speaking, pupils, the school population changed markedly. It became evident that if this changed population was to be properly served, the educational diet must be adapted to the pressing needs of the children.

Mann and Barnard bent their efforts in the direction of curriculum changes. John Dewey especially influenced educators to meet the needs of the pupils by bringing about a change that would serve the interest of the many thousands of boys and girls who were not planning to go on to college and many who did not intend to go even to high school.

The aspects of change were felt throughout many school systems. The teacher training centers eventually grasped the concept that their curriculum must shift emphasis if the changes in the public schools were to come into effect. Thus gradually a shift toward making the program of training functional has developed.

In more recent years the earlier ideas of reform have been to an encouraging degree achieved. Teacher education today is for more functional and individual than in former years. Neverthe less education is only on the threshold of development. Our objectives still are not clearly defined, and therefore our techniques, as good as they are, can accomplish a work no more successfully than the clarity of our purposes in education. Consequently our efforts in evaluating education are far from a state of satisfaction because of our not hav-

ing clearly stated our intentions in education.

The especial needs today therefore are for educators to clearly state the aims for their educational systems. In terms of definite statements of aims schould be built a program of education, and likewise in terms of the aims should the evaluation program be geared.

One main concept that has slowly but surely pressed itself into prominence is the fact that no program once set up must be allowed to remain static. The work of improvement must be continuous. Objectives must change to meet the changing needs. This in turn affects the program of education offered and naturally should demand a revision of the evaluating instruments being used.

Another aspect of importance which has gained notice is that the higher institutions can make a very definite contribution to the training of teachers who will actually be prepared to enter into communities as active participants in community affairs. Upon the shoulders of the teachers and schools should rest the responsibility for bringing about social, economic, and material changes in communities.

The one opportunity for implementing a change for a higher plane of living is too often neglected. There exists a great need for definite and strong leadership. Too often teachers have held back because religion has been conceived of as a round of ceremonies. Rather than to be accused of indoctrination they have remained silent. The power and influence for good implied in the wholesome restraints of more than mere ethics is needed today.

The outlook in educational developments is encouraging. In spite of widely differing opinions the general trend is toward more nearly reaching the goals which are being set up. With the ever increasing amount of research the educator should take advantage of the new progress and implement his program to the degree that these advances are adaptable to his system of education.

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